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ABSTRACT

This report summarizes the activities and accomplishments of the Milwaukee Public Schools (MPS) system in accordance with "Board of School Directors v. Thompson" (the "Agreement"). The Agreement relates to Chapter 220, the Wisconsin State statute that provides financial aid to encourage student transfers among schools and school districts for racial and cultural integration. MPS efforts to uphold the Agreement are detailed in the following areas: (1) procedures developed to monitor compliance; (2) Chapter 220 transfers to suburban districts and to MPS; (3) summer school transfers; (4) the development of multicultural curricula and inservice teacher training programs; (5) cooperation between MPS and suburban school districts in student transportation; (6) minority teacher recruitment; and (7) MPS participation in Coordinating Council activities. A report issued by the Wisconsin Policy Research Institute, entitled "The Rising Cost of the Chapter 220 Program of Wisconsin," is analyzed and in part rebutted. The MPS report concludes with the following four recommendations: (1) the Coordinating Council should assume a larger role in parent and student information, student placement, and promotional strategies; (2) suburban districts should develop guidelines for better documenting and identifying exceptional education needs; (3) Chapter 220 transportation should be made more efficient and cost-effective; and (4) efforts should be made to ensure that Chapter 220 funds are spent for educational and programmatic benefits for participants. This study includes five tables, and a report on minority recruitment is appended. (AF)

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TABLE OF CONTENTS

I.	Introduction	1
II.	Procedures Used to Monitor Compliance.	2
III.	Chapter 220 Transfers.	2
IV.	Summer School.	32
V.	Multicultural Curricula.	33
VI.	Inservice Activities	35
VII.	Chapter 220 Transportation	37
VIII.	Minority Recruitment Efforts	41
IX.	MPS Activities on Coordinating Council	48
X.	Analysis of the Wisconsin Policy Institute Report Concerning Chapter 220.	49
XI.	Recommendations.	55
	Appendix A	

I. Introduction.

The Settlement Agreement with the suburban districts in Board of School Directors v. Thompson (the "Agreement") provides that in 1988-89 and every two years thereafter:

MPS, NAACP, and Districts shall each prepare a report summarizing their respective activities and accomplishments under this Agreement and shall make the report available to the public.

Agmt. § V.J. This report fulfills the obligations of MPS under Section V.J. of the Agreement by providing a summary of the activities and accomplishments of MPS for 1987-88 and 1988-89. Specifically, this report includes: (1) an overview of procedures developed by MPS to monitor its implementation of the Agreement; (2) an analysis of Chapter 220 transfers to the suburban districts and to MPS for 1987-88 and 1988-89; (3) an analysis of summer school Chapter 220 transfers during the summer of 1988; (4) a discussion of multicultural curricula and inservice programs developed and implemented pursuant to the Agreement; (5) a discussion of cooperative effects between MPS and the suburban districts on Chapter 220 transportation; (6) a discussion of minority recruitment efforts during 1987-88 and 1988-89; (7) an overview of activities of MPS on the Coordinating Council; (8) an analysis of a recent report

concerning Chapter 220 by the Wisconsin Policy Research Institute; and (9) recommendations for improving the Chapter 220 program over the next two years.

II. Procedures Used to Monitor Compliance.

During 1987-88, MPS developed a compliance manual to ensure that MPS fulfilled its obligations under the Agreement with the suburban districts and with the State of Wisconsin. This compliance manual specifies tasks that MPS is obligated to complete, designates individuals to be responsible for completing the tasks and meeting deadlines, and provides a system for monitoring and auditing completion of the tasks. During 1987-88 and 1988-89, the MPS Office of Internal Audit has implemented this monitoring system.

III. Chapter 220 Transfers.

A. MPS Chapter 220 Transfers.

This section of the report will analyze the number of MPS resident student applications for transfers to suburban districts pursuant to Chapter 220 and the number resulting in transfers to suburban districts ("MPS Chapter 220 transfers or MPS Chapter 220 students"), including students with exceptional education needs, and the effect that these transfers have had on the racial composition of the suburban districts and MPS. It also will discuss the progress that the

suburban districts have made toward fulfilling the goals negotiated under the Settlement Agreement.

1. Overall Analysis of MPS Chapter 220 Transfers.

a. Total MPS Chapter 220 transfers. Table 1 below shows the total number of MPS Chapter 220 transfers to suburban districts from 1976-77 to the present. According to Table 1, the number of MPS transfers has increased by 1,220 since the Agreement went into effect in 1987-88. The largest increase occurred the first year (from 1986-87 to 1987-88) when the number of MPS Chapter 220 transfers increased by 714 students. The increase for the second year (from 1987-88 to 1988-89) was 506.

The enrollment statistics discussed above must be analyzed in the context of the number of applications by MPS students to suburban districts in both 1987-88 and 1988-89. Well in excess of 2,300 additional MPS students applied for the first time to suburban districts in both 1987-88 and 1988-89. Of these applications, 714 resulted in transfers in 1987-88 and 506 of these applications resulted in transfers in 1988-89. Thus, for 1987-88, the number of new applicants was more than three times the number of new transfers that resulted to suburban districts. In 1988-89, the number of new applicants was more than four times the number of new transfers that resulted to suburban districts.

Table 1

Total MPS Chapter 220 Transfers to
Suburban Districts
1976-77 - 1988-89 1/

<u>Year</u>	<u>MPS Chapter 220 Transfers to Suburban Districts</u>
1976-77	323
1977-78	645
1978-79	798
1979-80	916
1980-81	959
1981-82	1034
1982-83	1044
1983-84	1160
1984-85	1510
1985-86	2170
1986-87	3074
1987-88	3788
1988-89	4294

b. District-by-District MPS Chapter 220

transfers. Table 2 below provides data on MPS Chapter 220 transfers for each of the suburban districts for 1987-88 and 1988-89. As Table 2 indicates, while there was an overall increase of 506 Chapter 220 transfers from 1987-88 to 1988-89, there was an increase in only 13 of the 19 districts that accepted Chapter 220 transfers in both 1987-88 and 1988-89. 2/

1/ This includes only transfers during the regular school year.

2/ The discussion in this section will include an analysis of MPS transfers during the regular school year only (see "Total" column on Table 2). Thus, there may be some variation in the numbers in the discussion in this section as compared with the

[Footnote continued]

Four suburban districts--Brown Deer, Nicolet, Oak Creek, and St. Francis--have fewer students enrolled in 1988-89 than were enrolled in 1987-88. Two suburban districts--Maple Dale-Indian Hill and Glendale-River Hills--have the same number of MPS Chapter 220 students enrolled in 1988-89 as were enrolled in 1987-88.

There are four districts--Elmbrook, Germantown, New Berlin, and Hamilton--that allowed MPS Chapter 220 students for the first time in 1988-89. Eighteen percent of the increase from 1987-88 to 1988-89 (93 students) is attributable to these four districts. Germantown, has one student attending (a five-year-old kindergarten student) and Hamilton has a total of three students attending in grades 1 through 5.

According to the data in Table 2, the number of suburban districts accepting MPS Chapter 220 students into five-year-old kindergarten classes ("K-5 classes") increased from 18 suburban districts in 1987-88 to 20 suburban districts in 1988-89. Of the 22 districts that have K-5 classes, two districts--Mequon-Thiensville and Hamilton--do not have any MPS Chapter 220 students in their K-5 classes in 1988-89. Of the

2/ [Footnote continued]

numbers in the discussion in Section III.A.2.c., which combines transfers during the regular school year with those during summer school.

18 suburban districts that allowed MPS Chapter 220 students in both 1987-88 and 1988-89 and that have K-5 classes, the total number of MPS Chapter 220 transfer students enrolled in K-5 classes in these districts decreased from 211 students in 1987-88 to 205 students in 1988-89. Eight of the eighteen districts had fewer students in 1987-88 than in 1988-89: Cudahy had three fewer students; Fox Point-Bayside had four fewer students; Glendale-River Hills had two fewer students; Greendale had ten fewer students; Mequon-Thiensville and St. Francis each had one less student; West Allis had four fewer students; and Whitnall had three fewer students.

A comparison of MPS Chapter 220 transfers increases from 1987-88 to 1988-89 for grades one through five with those for grades six through eight and grades nine through 12 shows that for these three levels the largest increase in MPS Chapter 220 transfers was in grades one through five, where there was an increase of 243 students. Of the 18 districts that allowed transfers in both years and that have grades one through six, there was an increase in MPS Chapter 220 transfers in grades one through six in 11 of these districts. The MPS Chapter 220 transfers decreased in the remaining seven districts that allowed transfers both years with Mequon-Thiensville having the largest decrease.

For grades six through eight and grades nine through 12, the number of MPS Chapter 220 students enrolled in all

suburban districts increased by 112 students and 120 students, respectively. Of the 20 districts that have kindergarten through grade 12 and that allowed MPS Chapter 220 transfers in 1988-89, four of the districts have no MPS Chapter 220 students enrolled in grades six through eight or grades nine through 12 in 1988-89--Elmbrook, Germantown, Hamilton, and New Berlin. Menomonee Falls has five MPS Chapter 220 students enrolled in grades six through eight and one MPS Chapter 220 student enrolled in grades nine through 12 in 1988-89.

Table 2

Milwaukee Transfers to Suburban Districts
3rd Friday September Statistics

Suburban School District	1987-88							Total Including Summer School	1988-89							Total Including Summer School
	K4	K5	1-5	6-8	9-12	Total*/	Summer School 1987**/		K4	K5	1-5	6-8	9-12	Total*/	Summer School 1988	
IN-COUNTY																
Brown Deer	0	11	63	29	60	163	0.00	163.00	0	12	60	27	55	154	0.00	154.00
Cudahy	0	10	50	47	52	159	0.21	159.21	0	7	59	46	64	176	0.00	176.00
Fox Point #2 (Bayside)	13	14	71	27	0	125	1.53	126.53	15	10	69	35	0	129	0.00	129.00
Fox Point #8 (Maple Dale-Indian Hill)	10	9	49	22	0	90	1.29	91.29	9	11	48	22	0	90	0.00	90.00
Franklin	0	6	59	48	61	174	0.00	174.00	0	7	91	45	76	219	0.00	219.00
Glendale #1 (River Hills)	12	14	57	36	0	119	0.00	119.00	9	12	60	38	0	119	0.00	119.00
Greendale	0	20	100	38	71	229	1.34	230.34	0	10	108	46	77	241	2.93	243.93
Greenfield	0	8	76	75	72	231	0.00	231.00	0	10	80	69	91	250	0.00	250.00
Nicolet UHS	0	0	0	0	221	221	0.00	221.00	0	0	0	0	210	210	0.00	210.00
Oak Creek-Franklin	0	4	53	71	92	220	1.00	221.00	0	4	45	56	94	199	0.00	199.00
St. Francis	0	6	33	14	44	97	0.00	97.00	0	5	35	18	36	94	0.00	94.00
Shorewood	17	16	80	48	74	235	0.16	235.16	15	19	86	58	81	259	1.07	260.07
South Milwaukee	0	8	51	50	106	215	2.48	217.48	0	9	73	76	104	262	0.00	262.00
Wauwatosa	44	40	236	143	135	598	0.00	598.00	45	46	231	148	149	619	0.00	619.00
West Allis-West Milwaukee	0	13	65	50	48	176	0.00	176.00	0	9	128	110	81	328	0.00	328.00
Whitefish Bay	6	10	43	49	112	220	0.58	220.58	12	15	62	50	114	253	0.68	253.68
Whitnall	0	22	97	50	111	280	0.68	280.68	0	19	94	45	125	283	0.00	283.00
TOTAL IN-COUNTY	102	211	1,183	797	1,259	3,552	9.27	3,561.27	105	205	1,329	889	1,357	3,885	4.68	3,889.68
OUT-OF-COUNTY																
Elmbrook	0	0	0	0	0	0	0.00	0.00	0	19	36	0	0	55	0.00	55.00
Germantown	0	0	0	0	0	0	0.00	0.00	0	1	0	0	0	1	0.00	1.00
Menomonee Falls	0	31	114	0	0	145	2.30	147.30	0	33	162	5	1	201	4.92	205.92
Mequon-Thiensville	0	1	61	24	5	91	0.00	91.00	0	0	50	39	26	115	0.37	115.37
New Berlin	0	0	0	0	0	0	0.00	0.00	0	13	21	0	0	34	0.00	34.00
Hamilton	0	0	0	0	0	0	0.00	0.00	0	0	3	0	0	3	0.00	3.00
TOTAL OUT-OF-COUNTY	0	32	175	24	5	236	2.30	238.30	0	66	272	44	27	409	5.29	414.29
GRAND TOTAL	102	243	1,358	821	1,264	3,788	11.57	3,799.57	105	271	1,601	933	1,384	4,294	9.97	4,303.97

*/ This number includes transfers during the regular school year only. In addition, the number of part-time students are treated as whole numbers and thus are not converted to Full-Time Equivalents.

**/ In the "Summer School" columns, MPS has converted the number of students participating to Full-Time Equivalents.

2. Effect of MPS Chapter Transfers on Racial
Composition of Suburban Districts and
MPS.

Table 3 provides data on minority enrollment in each of the suburban districts for 1987-88 and 1988-89. According to Table 3, the total number of resident minority students enrolled in suburban districts has increased slightly from 2,834 students in 1987-88 or 4.3 percent of the total resident student population to 2,889 students in 1988-89 or 4.4 percent of the total resident student population. Comparing the resident minority enrollment in the in-county districts to that in the out-of-county districts that are parties to the Agreement, the data show that the increase in resident minority enrollment occurred in the in-county districts, where there was an increase of 69 resident minority students. In contrast, the resident minority enrollment in the out-of-county districts declined by 14 minority students, from 689 students in 1987-88 to 675 students in 1988-89.

Table 3 also shows that MPS Chapter 220 transfers have had a significant impact on integrating the suburban districts during 1987-88 and 1988-89. In 1987-88, all of the suburban districts combined had a resident student population of 4.3 percent minority. Including MPS Chapter 220 transfers, the total enrollment increased to 9.7 percent minority. Similarly, in 1988-89, the resident student population for all suburban districts was 4.4 percent minority. With MPS Chapter 220

transfers, the total enrollment had increased to 10.5 percent minority in the suburban districts.

An analysis of the data district-by-district, however, shows that not all districts had an increase in the percentage of minority enrollment from 1987-88 to 1988-89. Eleven districts had a slight decrease in the percentage of resident minority enrollment from 1987-88 to 1988-89: Brown Deer; Fox Point-Bayside; Glendale-River Hills; Greenfield; St. Francis; Whitefish Bay; Whitnall; Menomonee Falls; Mequon-Thiensville; New Berlin; and Hamilton. Even with MPS Chapter 220 transfers, six of these 11 districts had a slight decrease in the total percentage of minority enrollment from 1987-88 to 1988-89: Brown Deer; Fox Point-Bayside; Glendale-River Hills; St. Francis; Whitnall; and Hamilton.

MPS Chapter 220 transfers, coupled with suburban Chapter 220 transfers to MPS, have had a corresponding effect on the racial composition of MPS. Both for 1987-88 and 1988-89, it is estimated that as a result of Chapter 220 transfers, the percentage of minority enrollment in MPS decreased by approximately two percent. For example, in 1988-89, the percentage of minority enrollment in MPS decreased as a result of Chapter 220 from approximately 69 percent to approximately 67 percent.

Table 3
Suburban District Minority Enrollment
1987-1988*/

Suburban School District	Total Enrollment Count	MPS Minority Transfers	Resident Minority Enrollment Count	Total Minority Enrollment Including MPS Transfers	Suburban Transfers to MPS	Resident Enrollment Excluding Chapter 220 Participation	Percentage Minority Excluding Chapter 220 Participation	Percentage Minority Including Chapter 220 Participation
IN-COUNTY								
Brown Deer	1,772	163	276	439	38	1,647	16.8%	24.8%
Cudahy	2,960	159	124	283	67	2,868	4.3%	9.6%
Fox Point #2 (Bayside)	861	125	27	152	4	740	3.6%	17.7%
Fox Point #8 (Maple) Dale-Indian Hill)	632	90	53	143	2	544	9.7%	22.6%
Franklin	2,503	174	59	233	41	2,370	2.5%	9.3%
Glendale #1 (River Hills)	1,255	119	160	279	8	1,144	14.0%	22.2%
Greendale	2,517	229	67	296	49	2,337	2.9%	11.8%
Greenfield	3,065	231	130	361	101	2,935	4.4%	11.8%
Nicolet UHS	1,484	221	116	337	15	1,278	9.1%	22.7%
Oak Creek-Franklin	3,668	220	210	430	63	3,511	6.0%	11.7%
St. Francis	1,272	97	109	206	50	1,225	8.9%	16.2%
Shorewood	2,095	235	133	368	31	1,891	7.0%	17.6%
South Milwaukee	3,178	215	110	325	49	3,012	3.7%	10.2%
Wauwatosa	6,339	598	196	794	118	5,859	3.3%	12.5%
West Allis-West Milwaukee	8,063	176	252	428	151	8,038	3.1%	5.3%
Whitefish Bay	2,310	220	88	308	28	2,118	4.2%	13.3%
Whitnall	1,896	280	35	315	49	1,665	2.1%	16.6%
TOTAL IN-COUNTY	45,870	3,552	2,145	5,697	864	43,182	5.0%	12.4%
OUT-OF-COUNTY								
Elmbrook	6,173	0	257	257	0	6,173	4.2%	4.2%
Germantown	2,766	0	34	34	0	2,766	1.2%	1.2%
Menomonee Falls	3,323	145	82	227	35	3,213	2.6%	6.8%
Mequon-Thiensville	3,224	91	161	252	16	3,149	5.1%	7.8%
New Berlin	4,338	0	112	112	0	4,338	2.6%	2.6%
Hamilton	2,588	0	43	43	0	2,588	1.7%	1.7%
TOTAL-OUT-OF-COUNTY	22,412	236	689	925	51	22,227	3.1%	4.1%
GRAND TOTAL	68,282	3,788	2,834	6,622	915	65,409	4.3%	9.7%

*/ Table 3 includes only transfers during the regular school year; part-time transfers are not converted to Full-Time Equivalents.

Source: Wisconsin Department of Public Instruction (September Third Friday Statistics).

Table 3 (CON'T)
Suburban District Minority Enrollment
1988-1989*/

Suburban School District	Total Enrollment Count	MPS Minority Transfers	Resident Minority Enrollment Count	Total Minority Enrollment Including MPS Transfers	Suburban Transfers to MPS	Resident Enrollment Excluding Chapter 220 Participation	Percentage Minority Excluding Chapter 220 Participation	Percentage Minority Including Chapter 220 Participation
IN-COUNTY								
Brown Deer	1,750	154	248	402	41	1,637	15.1%	23.0%
Cudahy	2,957	176	131	307	59	2,840	4.6%	10.4%
Fox Point #2 (Bayside)	884	129	26	155	4	759	3.4%	17.5%
Fox Point #8 (Maple) Dale-Indian Hill)	601	90	55	145	3	514	10.7%	24.1%
Franklin	2,587	219	73	292	47	2,415	3.0%	11.3%
Glendale #1 (River Hills)	1,313	119	160	279	8	1,202	13.3%	21.2%
Greendale	2,442	241	66	307	49	2,250	2.9%	12.6%
Greenfield	3,035	250	124	374	107	2,892	4.3%	12.3%
Nicolet UHS	1,385	210	126	336	8	1,183	10.7%	24.3%
Oak Creek-Franklin	3,622	199	225	424	77	3,500	6.4%	11.7%
St. Francis	1,243	94	102	196	63	1,212	8.4%	15.8%
Shorewood	2,070	259	133	392	34	1,845	7.2%	18.9%
South Milwaukee	3,173	262	118	380	53	2,964	4.0%	12.0%
Wauwatosa	6,459	619	250	869	119	5,959	4.2%	13.5%
West Allis-West Milwaukee	8,366	328	272	610	171	8,209	3.3%	7.3%
Whitefish Bay	2,299	253	77	330	25	2,071	3.7%	14.4%
Whitnall	1,909	283	28	311	52	1,678	1.7%	16.3%
TOTAL IN-COUNTY	46,095	3,885	2,214	6,109	920	43,130	5.1%	13.3%
OUT-OF-COUNTY								
Elmbrook	6,133	55	263	318	17	6,950	4.3%	5.2%
Germantown	2,784	1	47	48	14	2,797	1.7%	1.7%
Menomonee Falls	3,312	201	76	277	35	3,146	2.4%	8.4%
Mequon-Thiensville	3,234	115	155	270	13	3,132	5.0%	8.3%
New Berlin	4,343	34	104	138	14	4,323	2.4%	3.2%
Hamilton	2,592	3	30	33	8	2,597	1.2%	1.3%
TOTAL-OUT-OF-COUNTY	22,398	409	675	1,084	101	22,090	3.1%	4.8%
GRAND TOTAL	68,493	4,294	2,889	7,193	1,021	65,220	4.4%	10.5%

*/ Table 3 includes only transfers during the regular school year; part-time transfers are not converted to Full-Time Equivalents.

Source: Wisconsin Department of Public Instruction (September Third Friday Statistics).

3. Suburban District Goals.

Each of the suburban districts negotiated different goals for the "number of seats" that each would make a "good faith effort" to "fill" for each of the years that the Agreement is in effect. 3/ The negotiated goals fall into one of five types and thus, for purposes of this report, each suburban district goal will be analyzed based on the type of goal that was negotiated. 4/

a. Twenty-Three Percent for 1987-88 through 1992-93 Goal. Brown Deer, Fox Point-Bayside, Maple Dale-Indian Hill, Glendale-River Hills and Nicolet agreed to:

- (a) make a good faith effort to fill, during the 1987-88 through the 1992-93 school years, a number of seats equal to twenty-three (23) percent of the district resident student enrollment, less the sum of: (1) the number of District transfers during each school year and (2) the number of resident minority students during each school year. The determination of the number of seats for each school year shall be based on resident student enrollment data as of the third Friday in

3/ For purposes of this analysis, MPS has equated the number of seats that will be made available to the number of students who are "accepted and attending." MPS recognizes that there may be some variation between the two numbers.

4/ The analysis in this section combines MPS Chapter 220 transfers for the regular school year with those for summer school.

September of the prior school year.

Agmt., Appendix A. In addition to the 23 percent goal, each of the above districts agreed that:

- (b) In attempting to reach the transfer goal statement in subparagraph (a), District will make a good faith effort, on an annual school year basis, to accept black students in the same proportion that black students are of MPS resident minority students on the third Friday in September of the prior school year, beginning with the acceptance of new transfer students enrolled after the first day of the 1987-88 school year.

Id.

Based on the negotiated goal, MPS has calculated below the goal for each of the five districts for 1987-88 and 1988-89.

District	1987-88			1988-89		
	-GOAL- Seats to be Made Available for MPS Transfers	-ACTUAL- Actual Number Accepted and Attending	Chapter 5/ 220 Partic.	-GOAL- Seats to be Made Available for MPS Transfers	-ACTUAL- Actual Number Accepted and Attending	Chapter 220 Partic.
Brown Deer	80.9	163	29.29%	59.5	154	27.38%
Fox Point- Bayside	135.1	126.53	21.32%	139.0	129	20.95%
Maple Dale- Indian Hill	83.8	91.29	26.89%	70.1	90	28.79%
Glendale- River Hills	94.5	119	25.09%	95.1	119	23.92%
Nicolet	198.4	221	27.04%	169.4	210	29.12%

As the chart above shows, Brown Deer, Maple Dale-Indian Hill, Glendale-River Hills and Nicolet achieved their numerical and 23 percent goals in both 1987-88 and 1988-89. The numerical goal for three of these districts-- Brown Deer, Maple Dale-Indian Hill, and Nicolet--decreased because the goal is dependent on total suburban district enrollment, suburban district minority enrollment and the number of MPS students who transfer to the suburban districts pursuant to Chapter 220. For those same two years, Fox

5/ The "Chapter 220 Participation" column in Section III.A.3. was calculated using the following formula: Number of MPS minority students attending suburban district + number of suburban minority attending suburban district + number of non-minority suburban students attending MPS schools + suburban resident minorities/Third Friday resident student population. In order to meet the 23 percent goal, the percent listed in this column should be equal to or greater than 23 percent.

Point-Bayside did not meet either its numerical or 23 percent goal. Of the five districts, however, only Fox Point-Bayside enrolled more students in 1988-89 than it did in 1987-88. Three districts--Brown Deer, Maple Dale-Indian Hill and Nicolet--had fewer MPS Chapter 220 students in 1988-89 than had been enrolled in each district in 1987-88 and one district--Glendale-River Hills--had the same number of MPS Chapter 220 students enrolled in 1988-89 as had been enrolled in 1987-88.

b. Twenty Percent Goal by 1992-93. Cudahy, Greendale, Greenfield, South Milwaukee and Whitefish Bay agreed to:

- (a) make a good faith effort to fill by the 1992-93 school year, a number of seats equal to twenty (20) percent of the district's resident student enrollment, less the sum of: (1) the number of District transfers during the 1992-93 school year and (2) the number of resident minority students during the 1992-93 school year. The determination of the number of seats for the 1992-93 school year shall be based on resident student enrollment data as of the third Friday in September of the 1992-93 school year.

Agmt., Appendix A. Each of these districts also agreed that:

- (b) In attempting to reach the transfer goal statement in subparagraph (a), District will make a good faith effort, on an annual year basis, to accept

black students in the same proportion that black students are of MPS resident minority students on the third Friday in September of the prior school year, beginning with the acceptance of new transfer students enrolled after the first day of the 1987-88 school year.

- (c) During the 1987-88 school year and each school year thereafter through the 1992-93 school year, the number of seats made available by District shall be equal to or greater than the number of seats made available by District during the previous school year.

Id. In contrast to the 23 percent goal discussed above, the suburban districts that negotiated the 20 percent goal for 1992-93 have no annual goals. For purposes of this report and monitoring progress of each of the districts toward the 1992-93 goal, MPS has calculated below what the 1992-93 goal would be based on 1987-88 and 1988-89 data.

District	-GOAL- Estimated 6/ Seats to 1987-88 be Made -ACTUAL- Available Number for MPS Accepted Chapter Transfers and 220 by 1992/93 Attending Partic.			-GOAL- Estimated 1988-89 Seats to -ACTUAL- be Made Number Available Accepted Chapter for MPS and 220 Transfers Attending Partic.		
	by 1992/93	Attending	Partic.	Transfers	Attending	Partic.
Cudahy	372	159.21	12.46%	375.5	176	13.17%
Greendale	352.9	230.34	15.15%	343.7	243.93	16.01%
Greenfield	394	231	15.70%	357.1	250	16.67%
South Milwaukee	459.7	217.48	12.18%	452.9	262	14.16%
Whitefish Bay	344.2	220.58	15.95%	306.4	253.68	17.14%

6/ The formula for calculating the percentage in this column is as follows: $20\% \times [\text{Suburban district resident enrollment} - (\text{Number of Chapter 220 transfers to MPS} + \text{Suburban district minority student enrollment})]$.

The chart above shows that the 1992-93 goal decreased for three districts from 1987-88 to 1988-89--Greendale, Greenfield, and Whitefish Bay. This is because the goal is dependent on the total suburban district enrollment, suburban district resident minority enrollment and the number of MPS students who transfer into the suburban districts pursuant to Chapter 220. The chart also shows that, based on 1987-88 and 1988-89 data, none of the districts has met the 1992-93 numerical or 20 percent goal. Each of the districts, however, has met the requirements of provision (c), which provides that each will make available for each school year at least the number of seats that were available the previous year.

c. Thirteen Percent Goal by 1992-93. Menomonee Falls agreed to:

- (a) make a good faith effort to fill by the 1992-93 school year, a number of seats equal to thirteen (13) percent of the district's resident student enrollment, less the sum of (1) the number of District transfers during the 1992-93 school year and (2) the number of resident minority students during the 1992-93 school year. The determination of the number of seats for the 1992-93 school year shall be based on resident student enrollment data

as of the third Friday in
September of the 1992-93 school
year.

Agmt., Appendix A. Menomonee Falls also agreed that:

- (b) In attempting to reach the transfer goal statement in subparagraph (a), District will make a good faith effort, on an annual school year basis, to accept black students in the same proportion that black students are of MPS resident minority students on the third Friday in September of the prior school year, beginning with the acceptance of new transfer students enrolled after the first day of the 1987-88 school year.
- (c) During the 1987-88 school year and each school year thereafter through the 1992-93 school year, the number of seats made available by District shall be equal to or greater than the number of seats made available by District during the previous school year.

Id. This provision, like the provision that was discussed in III.A.3.b. above, has a 1992-93 goal but no annual goals. For purposes of monitoring the progress of Menomonee Falls toward this goal, however, MPS has calculated the 1992-93 goal using 1987-88 and 1988-89 data.

	-GOAL- 7/	1987-88		-GOAL-	1988-89	
	Seats to	-ACTUAL-		Seats to	-ACTUAL-	
	be Made	Actual		be Made	Actual	
	Available	Number		be Made	Number	
	for MPS	Accepted	Chapter	Available	Accepted	Chapter
	Transfers	and	220	for MPS	and	220
<u>District</u>	<u>by 1992/93</u>	<u>Attending</u>	<u>Partic.</u>	<u>Transfers</u>	<u>Attending</u>	<u>Partic.</u>
Menomonee Falls	338.5	147.30	8.18%	302.2	205.92	10.21%

The above chart shows that, based on 1987-88 and 1988-89 data, the number of seats that Menomonee Falls must seek to fill to achieve the 1992-93 goal has decreased from 338.5 in 1987-88 to 302.2 in 1988-89. This is because the goal is dependent on total suburban district enrollment, the suburban district resident minority enrollment and the number of MPS students who transfer into the suburban districts pursuant to Chapter 220. Menomonee Falls did not meet either the numerical or 13 percent goal in 1987-88 or in 1988-89. Since the number of MPS Chapter 220 students has increased from 147.30 in 1987-88 to 205.92 in 1988-89, Menomonee Falls, however, has met the requirement of provision (c), which requires Menomonee Falls to make available at least the number of seats that it has made available in the previous school year.

7/ The formula for calculating the percentage in this column is as follows: $13\% \times [\text{Suburban district resident enrollment} - (\text{Transfers to MPS} + \text{Suburban district minority student enrollment})]$.

d. Specified Number of Seats. Franklin, Oak Creek-Franklin, St. Francis, Shorewood, Wauwatosa, West Allis-West Milwaukee and Whitnall each negotiated a specific number of seats that each would make a good faith effort to fill by 1992-93. Specifically, the Agreement provided that:

- (a) District agrees to make a good faith effort to fill (Franklin - 370, Oak Creek-Franklin - 440, St. Francis - 95, Shorewood - 227, Wauwatosa - 845, West Allis-West Milwaukee - 1,150, and Whitnall - 255) seats in the District by the beginning of the second semester of the 1992-93 school year.

Agmt., Appendix A. In addition, these seven districts agreed that:

- (b) In attempting to reach the transfer goal statement in subparagraph (a), District will make a good faith effort, on an annual school year basis, to accept black students in the same proportion that black students are of MPS resident minority students on the third Friday in September of the prior school year, beginning with the acceptance of new transfer students enrolled after the first day of the 1987-88 school year.
- (c) During the 1987-88 school year and each school year thereafter through the 1992-93 school year, the number of seats made available by District shall be equal to or greater than the number of seats made available by District during the previous school year.

Id. The progress that each of these districts has made toward these goals is as follows:

<u>District</u>	<u>-GOAL-</u>	<u>1987-88</u>		<u>-GOAL-</u>	<u>1988-89</u>	
	<u>Seats to</u>	<u>-ACTUAL-</u>		<u>Seats to</u>	<u>-ACTUAL-</u>	
	<u>be Made</u>	<u>Actual</u>		<u>be Made</u>	<u>Actual</u>	
	<u>Available</u>	<u>Number</u>		<u>be Made</u>	<u>Number</u>	
	<u>for MPS</u>	<u>Accepted</u>	<u>Chapter 8/</u>	<u>Available</u>	<u>Accepted</u>	<u>Chapter</u>
	<u>Transfers</u>	<u>and</u>	<u>220</u>	<u>for MPS</u>	<u>and</u>	<u>220</u>
	<u>by 1992/93</u>	<u>Attending</u>	<u>Partic.</u>	<u>Transfers</u>	<u>Attending</u>	<u>Partic.</u>
Franklin	370	174	11.97%	370	219	14.35%
Oak Creek-						
Franklin	440	221	14.01%	440	199	14.35%
St. Francis	95	97	21.51%	95	94	21.71%
Shorewood	227	235.16	21.11%	227	260.07	23.20%
Wauwatosa	845	598	15.67%	845	619	16.75%
West Allis						
-West Milw.	1,150	176	7.66%	1,150	328	9.88%
Whitnall	255	280.68	22.27%	255	283	21.85%

As the chart above shows, Whitnall and Shorewood each achieved their 1992-93 goals in 1987-88 and 1988-89 and each met the requirement of provision (c), which required each of the districts to make available each year at least the same number of seats as had been available in the previous year. Oak Creek-Franklin and St. Francis each have fewer students attending in 1988-89 than were attending in 1987-88. Further investigation is needed to determine whether these districts have met the requirement of provision (c).

8/ The formula for calculating the percentage in this column is the same as the formula set forth in footnote 5 above.

e. Specific Contract Goals. Elmbrook, Germantown, Mequon-Thiensville, New Berlin and Hamilton agreed to the following:

- (a) District shall enter into an inter-district transfer contract pursuant to Section 121.85, Wis. Stats. with MPS on an annual basis beginning with the 1988-89 school year. The annual contract shall include the number of inter-district seats to be made available.
- (b) In filling the seats provided for by the annual inter-district transfer contract, District will make a good faith effort, on an annual school year basis, to accept black students in the same proportion that black students are of MPS resident minority students on the third Friday in September of the prior school year, beginning with the acceptance of new transfer students enrolled after the first day of the 1987-88 school year.
- (c) During the 1987-88 school year and each school year thereafter through the 1992-93 school year, the number of seats made available by District shall be equal to or greater than the number of seats made available by District during the previous school year.

Agmt., Appendix A.

The Agreement stipulates that these five districts will enter into annual contracts for the school year 1988-89. For the school year 1988-89, the five districts did not enter into annual contracts because of a dispute concerning

exceptional education students. Thus, no goals existed for these districts for 1988-89. The chart below shows the number of students enrolled in each of these districts in 1988-89.

<u>District</u>	<u>-GOAL-</u>	1988-89 <u>-ACTUAL-</u>	<u>Chapter 2/ 220 Partic.</u>
	<u>Seats to be Made Available</u>	<u>Accepted and Attending</u>	
Elmbrook	No Contract	55	5.50%
Germantown	No Contract	1	2.27%
Mequon-Thiensville	No Contract	115.37	9.00%
New Berlin	No Contract	34	3.69%
Hamilton	No Contract	3	1.57%

Because no contracts existed, it is impossible to determine whether the districts met these goals. With regard to provision (c), only Mequon-Thiensville enrolled transfers in 1987-88 so it is the only one of these five districts that was required to comply with provision (c) for 1987-88. In fact, Mequon-Thiensville did meet the requirement of provision (c) because it had 14 more MPS Chapter 220 students enrolled in 1988-89 than it had enrolled in 1987-88.

2/ The formula for calculating the percentage in this column is the same as the formula set forth in footnote 5 above.

4. Exceptional Education Students.

This section will discuss the total number of MPS EEN students with exceptional educational needs ("EEN students") who were enrolled in the suburban districts pursuant to Chapter 220 in 1987-88 and the total number who are currently enrolled in the suburban districts pursuant to Chapter 220. It will also discuss applications by MPS EEN students for Chapter 220 transfers and referrals by the suburban districts of MPS Chapter 220 students who may have exceptional education needs.

a. Total MPS Chapter 220 EEN students enrolled. As of December 28, 1988, 67 Chapter 220 students enrolled in the suburban districts were students with exceptional education needs as compared to 33 Chapter 220 students who were enrolled in the suburban districts with exceptional education needs as of January 19, 1987. This represents an increase of 49 percent between 1987-88 and 1988-89. In 1988-89, three of these students were new students and the remaining 64 were previous MPS Chapter 220 transfer students who were classified as EEN for the first time after transferring to the suburban districts.

b. Applications of MPS EEN students for Chapter 220 transfers. In 1988-89, there were 33 MPS EEN students seeking transfers to suburban districts. Of these applications, three were accepted; 12 applications were not responded to by the suburban districts; 17 were rejected by the suburban districts;

and the parents of one applicant decided that they did not want their child to transfer. The reasons for the rejections included lack of space in the program and advice by an attorney not to accept the applicant. In addition, two districts stated that they would not accept EEN students from MPS. In one case, there was no reason given for the rejection.

c. MPS Chapter 220 Referrals. Both for MPS students attending MPS schools and MPS students attending suburban schools pursuant to Chapter 220, MPS monitors the number of MPS students who are referred for evaluation of a suspected handicapping condition and the number who are actually recommended for placement into EEN programs. This monitoring is necessary because MPS, as the district of residence, is responsible for the referral, diagnosis and placement process of children living in MPS, even if MPS students transfer to a suburban district. The suburban districts, however, identify MPS Chapter 220 students who they believe have exceptional education needs and MPS multidisciplinary teams complete the evaluations.

If reasonable cause is documented and carefully considered at the time of referral, most referrals should result in a recommendation for some type of exceptional education program. A low referral accuracy rate indicates that a high percentage of diagnosticians' time is being spent on inappropriate referrals, which results in an inefficient use of

resources. In addition, inappropriate EEN referrals may have a stigmatizing effect on students. The referral accuracy that has been targeted for identifying and recommending students attending MPS schools is 70 percent. This means that 70 percent of all EEN referrals made should result in a recommendation for EEN placement.

Table 4 below shows that during 1986-87, suburban districts referred 87 MPS Chapter 220 students for EEN evaluation. Forty of these students were actually recommended for placement into EEN programs, yielding a referral accuracy rate of 46 percent. During that same year, the rate of MPS for students attending MPS schools was 68 percent. During the 1987-88 school year, the referral accuracy rate for the suburban districts dropped to 33 percent. As of February 1989, 35 referrals have been completed on MPS students attending school in the suburban districts, with a referral accuracy rate of 34 percent. During the same time period, MPS is achieving a 71 percent referral accuracy rate for its students.

Table 4
SUBURBAN SCHOOL REFERRALS
PERCENT RESULTING IN EEN

	School Year 1986-87			School Year 1987-88			9/1/88-1/21/89		
	# Ref. Comp.	# EEN Result	% EEN	# Ref. Comp.	# EEN Result	% EEN	# Ref. in prog/ Complete	# EEN Result	% EEN
Brown Deer	2	0	0	1	0	0	1/1	0	0
Cudahy	4	2	50	7	5	71	2/1	0	0
Fox Point- Bayside	1	0	0	1	0				
Franklin	3	1	33	8	3	38	6/5	1	20
Glendale	6	4	67	2	0	0	1/1	0	0
Greendale	10	5	50	6	3	50	6/5	3	60
Greenfield	2	2	100	3	2	67	2/2	1	50
Maple Dale- Indian Hill	1	0	0	2	1	50	2/2	2	100
Menomonee Falls	3	1	33	1	1	100	1/1	1	100
Mequon- Thiensville							2/1	0	0
Nicolet	10	6	60	4	0	0	1/1	0	0
Oak Creek	1	1	100	5	1	20	1/1	0	0
St. Francis	6	3	50	4	1	25			
Shorewood	9	5	55	10	2	20	2/2	0	0
S. Milwaukee	1	0	0	9	4	44	4/2	1	50
Wauwatosa	10	2	20	8	0	0	9/7	3	43
W. Allis- W. Milwaukee	6	3	50	7	4	57	5/3	0	0
Whitefish Bay	5	1	20	3	0				
Whithall	7	4	57	3	1	33			
TOTALS	87	40	46	84	28	33	45/35	12	34

B. Suburban Chapter 220 Transfers.

During each year that the Settlement Agreement is in effect, MPS is required:

to make available a number of seats for voluntary inter-district transfers equal to at least 10% of its resident student enrollment on the third Friday in September of the previous school year. Included in those seats shall be a number equal to at least 10% of all seats at the entry level and a number equal to at least 10% of the non-entry level seats, to the extent that such seats are available in each of its specialty schools

Agmt. § II.B. As required by the Agreement, in 1987-88 and 1988-89, MPS made ten percent of its seats available district-wide and within that ten percent it also made the required number of specialty seats available.

Table 5 shows that since the Agreement went into effect, there has been a steady increase in the number of suburban Chapter 220 transfers to MPS during the regular school year, from approximately 861 in 1987-88 to approximately 972 in 1988-89. ^{10/} Including transfers during the regular school year and those for summer school, the number increased from approximately 979 in 1987-88 to approximately 1,102 in 1988-89. Wauwatosa has the largest increase in the number of students who transferred to MPS. In 1987-88, Wauwatosa had

^{10/} The "Subtotal" column on Table 5 includes both part-time and full-time transfers during the regular school year.

approximately 40 students who transferred to MPS during the regular school year. The number increased to approximately 129 students in 1988-89.

Even though the number of suburban Chapter 220 transfers has been increasing, there are still a substantial number of opportunities available for additional suburban students to transfer to MPS schools pursuant to Chapter 220. For example, MPS made available 337 entry-level specialty seats in 1987-88 for suburban Chapter 220 students, but only 220 of these seats were filled by suburban students. Similarly, in 1988-89, MPS made available 348 entry-level specialty seats and 211 of these were filled by suburban students. In both years, those seats not filled by suburban students were filled by MPS students.

Table 5

Suburban Transfers to Milwaukee Public Schools
3rd Friday September Statistics

1987-88 School Year												1988-89 School Year											
Suburban School District	K3	K4	K5	1-6	7-8	9-12	Part-Time 9-12 Students	FTE	Sub- Total*/ 1987	Summer School 1987	Total Including Summer School	K3	K4	K5	1-6	7-8	9-12	Part-Time 9-12 Students	FTE	Sub- Total*/ 1988	Summer School 1988	Total Including Summer School	
IN-COUNTY																							
Brown Deer	1	6	0	8	6	17	0	0.00	38.00	5.34	43.34	0	11	1	4	6	19	0	0.00	41.00	5.19	46.19	
Cudahy	0	7	7	28	2	23	0	0.00	67.00	7.11	74.11	1	9	6	19	6	16	2	0.57	57.57	9.56	67.13	
Fox Point #2 (Bayside)	1	0	0	1	2	0	0	0.00	4.00	0.24	4.24	0	2	1	0	1	0	0	0.00	4.00	0.00	4.00	
Fox Point #8 (Maple Dale-Indian Hill)	0	0	0	2	0	0	0	0.00	2.00	0.00	2.00	0	0	0	1	2	0	0	0.00	3.00	0.00	3.00	
Franklin	0	4	6	9	8	14	0	0.00	41.00	9.67	50.67	1	6	2	12	5	18	3	0.86	44.86	9.81	54.67	
Glendale #1 (River Hills)	0	0	1	5	2	0	0	0.00	8.00	0.03	8.03	0	2	0	3	3	0	0	0.00	8.00	0.52	8.52	
Greendale	1	7	6	14	3	18	0	0.00	49.00	7.72	56.72	3	7	2	20	4	13	0	0.00	49.00	1.27	50.27	
Greenfield	0	14	10	27	3	33	14	2.86	89.86	10.06	99.92	1	18	12	28	5	32	11	2.57	98.57	9.43	108.00	
Nicolet UHS	0	0	0	0	0	7	8	1.43	8.43	0.14	8.57	0	0	0	0	0	8	0	0.00	8.00	0.46	8.46	
Oak Creek-Franklin	0	6	2	4	3	33	15	4.29	52.29	8.52	60.81	2	8	6	8	2	38	13	3.86	67.86	10.36	78.22	
St. Francis	0	3	4	8	4	31	0	0.00	50.00	7.50	57.50	0	3	3	13	9	35	0	0.00	63.00	4.16	67.16	
Shorewood	2	0	3	11	5	9	1	0.29	30.29	0.77	31.06	1	4	1	14	6	8	0	0.00	34.00	0.94	34.94	
South Milwaukee	0	3	5	13	2	12	14	3.14	38.14	1.36	39.50	0	4	9	9	1	10	20	4.71	37.71	1.93	39.64	
Wauwatosa	2	11	6	48	17	28	6	1.86	113.86	10.43	124.29	5	4	14	34	26	33	3	0.86	116.86	12.46	129.32	
West Allis-West Milwaukee	3	15	13	45	17	58	0	0.00	151.00	36.67	187.67	1	18	20	45	20	67	0	0.00	171.00	39.15	210.15	
Whitefish Bay	0	1	1	16	2	6	2	0.57	26.57	2.61	29.18	1	1	2	9	4	4	4	1.14	22.14	2.22	24.36	
Whitnall	1	4	3	6	1	31	3	1.29	47.29	7.83	55.12	0	1	3	10	1	34	3	1.00	50.00	5.71	55.71	
TOTAL IN-COUNTY	11	81	67	245	77	320	63	15.73	816.73	116.00	932.73	16	98	82	229	101	335	59	15.57	876.57	113.17	989.74	
OUT-OF-COUNTY																							
Elmbrook	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0	3	0	6	1	6	1	0.29	16.29	0.73	17.02	
Germantown	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0	3	0	5	1	3	2	0.57	12.57	2.80	15.37	
Menomonee Falls	0	5	2	2	6	14	6	1.86	30.86	2.61	33.47	0	2	1	7	8	15	2	0.57	33.57	5.82	39.39	
Mequon-Thiensville	0	3	0	3	1	5	4	1.14	13.14	0.06	13.20	1	2	1	2	1	4	2	0.57	11.57	0.03	11.60	
New Berlin	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	1	3	1	1	1	7	0	0.00	14.00	7.61	21.61	
Hamilton	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0	2	0	0	0	5	1	0.29	7.29	0.44	7.73	
TOTAL OUT-OF-COUNTY	0	8	2	5	7	19	10	3.00	44.00	2.67	46.67	2	15	3	21	12	40	8	2.29	95.29	17.43	112.72	
GRAND TOTAL	11	89	69	250	84	339	73	18.73	860.73	118.67	979.40	18	113	85	250	113	375	67	17.86	971.86	130.60	1,102.46	

* / The numbers in this column differ from those in the "Suburban Transfer to MPS" column on Table 3 because part-time transfers in Table 5 have been converted to Full-Time Equivalents.

IV. Summer School.

A. Participation of Suburban Chapter 220 Students in MPS Summer School Programs.

The Settlement Agreement provides that MPS "shall make available a reasonable number of summer school seats" to suburban Chapter 220 students, although it does not require MPS to set aside a specific number of seats for suburban Chapter 220 transfer students. Agmt. § III. For summer school in 1988, MPS accepted 1474 suburban Chapter 220 students; this included all suburban Chapter 220 students who applied to attend MPS summer school. Suburban students enrolled in all programs, including elementary basic skills, elementary reading and mathematics instruction and those programs available at the summer music enrichment centers.

B. Participation of MPS Chapter 220 Students in Suburban Summer School Programs.

Under the Settlement Agreement, only suburban districts that operate a summer school are required to make available a reasonable number of seats for MPS Chapter 220 students to attend summer school. Agmt. § III. As the chart below shows, during the 1988 summer term, approximately 66 MPS students participated in programs in the five suburban districts.

<u>DISTRICT</u>	<u>NUMBER OF STUDENTS ENROLLED</u>
Greendale	20
Menomonee Falls	20
Mequon-Thiensville	8
Shorewood	10
Whitefish Bay	8

Elementary students attending summer school in the suburban districts enrolled in reading, mathematics and enrichment courses. High school students participated in a variety of high school course offerings, including Driver Education.

V. Multicultural Curricula.

The Settlement Agreement requires MPS to "periodically conduct a review of [its] own curricula recognizing the importance of a multicultural and non-biased curriculum." Agmt. § V.B. In the last ten years, the staff of Milwaukee Public Schools has been increasingly cognizant of the importance of multicultural and non-biased curricula, and has reviewed and revised curriculum guides and selected textbooks with this in mind. In addition, MPS has offered many staff development opportunities and has purchased large numbers of instructional materials to incorporate multicultural, multi-ethnic, and gender-equitable activities into the curricula. While gaining state and national recognition for some of these efforts, the staff and Board realize that this is a matter that needs ongoing attention if we are to prepare young people to live and work in a just and equitable society.

In the months since the Settlement Agreement, MPS has intensified its efforts in this area. Specifically, the Division of Curriculum and Instruction and the Department of Human Relations recently have published a 240-page curriculum guide entitled Social Studies Activities for Multi-Cultural Education for Grades K-3, and a similar document for grades 4-6. The developmental work related to this project involved a multicultural, multi-ethnic group that included 26 classroom teachers, 19 administrators, and a nine member Community Advisory Committee. The publication is currently being distributed to the schools by the Human Relations Coordinators, who are also available to train school staffs on the implementation process.

A second, and perhaps more important, development in the area of multicultural/equity education is the finalization of a K-12 Multicultural/Multi-Ethnic/Gender-Equitable Curriculum Framework document. This document includes input from MPS staff and consultants, including Dr. Charles Moody of the Program for Educational Opportunity at the University of Michigan, Dr. James Banks at the University of Washington, and key staff members from the Wisconsin Department of Public Instruction. This document provides a framework that will be used by curriculum writers from all disciplines as they take steps to meet the new state mandate that requires the district to develop, implement, and monitor a sequential curriculum plan

for 12 subject areas and vocational education. The Department specifically recognized the need to incorporate equity concepts and multicultural course objectives into the curriculum.

VI. Inservice Activities.

The Settlement Agreement requires MPS and the suburban districts to "periodically conduct in-service training programs for school district staff on human relations techniques for cultural and racial integration and other human relations programs to parents and students." Agmt. § V.H. Pursuant to the Settlement Agreement, MPS has developed a program and implementation plan for inservice training focusing on human relations techniques for cultural and racial integration.

For 1987-88 and 1988-89, this inservice program includes courses that are offered to all MPS and suburban district employees. These courses include: Improving the Self-Concept of Minority Children; Working Effectively with Black Children; the Black Experience in Children's Literature; and Black History: Insights into Milwaukee's Black Community.

For 1988-89, the program also includes a conference co-sponsored by CESA and MPS entitled "Planning for Success: Strategies for Equity in our Schools." This conference, which was held in December, 1988, included topics such as test bias, multicultural curricular resources, prejudice reduction, cooperative learning strategies for minority children,

overcoming isolation in our schools, teacher behavior/multicultural students, and instructional strategies for at-risk and minority youth. This seminar was attended by 13 MPS employees and staff members from 13 suburban districts.

Another aspect of the inservice program is the establishment of a common inservice day with seven of the suburban districts who are parties to the Agreement, which for 1988-89 will be March 6, 1989. The MPS Staff Development Academy will present training on human relations techniques. The suburban districts that will be participating include Brown Deer, Greenfield, Nicolet, South Milwaukee, Whitefish Bay, Elmbrook and Germantown. It is expected that 50 MPS employees and approximately 2100 suburban employees will participate.

In addition, MPS has provided training for MPS staff at the request of individual schools. This training is conducted by staff members from the Human Relations Office as well as staff from the MPS Staff Development Academy. For 1987-88 and 1988-89, the training has included utilizing multicultural social studies materials and student team learning/cooperative learning.

MPS also has conducted numerous human relations activities for students and parents. These activities include approximately 200 workshops that have been held in MPS elementary, middle and senior high schools. The topics focused on many areas, including: training for parents on cultural and

racial awareness and sensitivity; programs for parents and students honoring black leaders, such as Dr. Martin Luther King, Jr.; and meetings and workshops for inner-city ministers on using human relations techniques in working with inner-city students. In addition, MPS has provided consultation to and workshops for the suburban districts to create intercultural awareness and understanding among staff, students and parents.

VII. Chapter 220 Transportation.

Section V.G. of the Settlement Agreement provides that:

[The Suburban Districts] and MPS share the common goal of transporting interdistrict transfer students in a manner which is cost efficient and consistent with (1) applicable Wisconsin law, (2) achievement of [Suburban] Districts' transfer goals under Section II [of the Agreement], and (3) achievement of the instructional, extracurricular and other program needs of transfer students.

Sub. Agmt. § V.G. To implement this provision of the Agreement, in 1987-88, the MPS Division of Transportation requested that each suburban district designate a staff member to serve as a transportation coordinator who would deal with day-to-day problems as well as to attend monthly meetings to discuss problems common to all districts.

The group of transportation coordinators, which met monthly from April through June 1988, produced a booklet entitled Transportation Highlights for Suburban Schools. This booklet sets forth the standard operating transportation

procedures to be used by all personnel in MPS and the suburban districts in providing transportation for Chapter 220 transfer students. In addition, the suburban district coordinators worked with the MPS Division of Transportation in reviewing routes for the 1988-89 school year.

The rising cost of inter-district pupil transportation is of critical concern to MPS. State statutes and the Settlement Agreement require that MPS assume all transportation costs. However, transportation costs are increasingly taking a larger percentage of available funds, leaving less funds for paying the costs of educating transfer students, conducting human relations training, and accomplishing the other educational goals of Chapter 220. The chart below details the amount of desegregation aids MPS receives, total Chapter 220 transportation expenditures and the amount remaining for educational purposes.

<u>School Year</u>	<u>Intra-District Desegregation Aids</u>	<u>Inter-District Desegregation Aids</u>	<u>Grand Total Aids</u>
1986/87	\$18,975,000	\$9,242,965	\$28,217,965
1985/86	\$20,243,976	\$6,165,806	\$26,409,782
1984/85	\$17,459,604	\$4,144,862	\$21,604,466
1983/84	\$17,601,543	\$2,734,224	\$20,335,767
1982/83	\$14,087,091	\$2,201,181	\$16,288,272 ^{11/}
1981/82	\$18,549,814	\$1,815,765	\$20,365,579
1980/81	\$16,682,129	\$1,299,729	\$17,981,858
1979/80	\$17,648,114	\$1,208,083	\$18,856,197

<u>School Year</u>	<u>Chapter 220 Transportation Expenditures</u>	<u>Amount Available For Educational Purposes</u>	<u>Percent of Aids Available For Educational Purposes</u>
1986/87	\$20,577,852	\$7,640,113	27.1%
1985/86	\$15,456,906	\$10,952,876	41.5%
1984/85	\$11,099,715	\$10,504,751	48.6%
1983/84	\$8,841,898	\$11,493,869	56.5%
1982/83	\$8,875,548	\$7,412,724	43.5%
1981/82	\$6,583,146	\$13,782,433	67.7%
1980/81	\$6,181,621	\$11,800,237	65.6%
1979/80	\$7,089,513	\$11,766,684	62.4%

For the 1979-80 school year, 62.4 percent of state aids was available for educational purposes. By the 1986-87 school year, this figure has declined to 27.1 percent. During this period, however, the state formula for Chapter 220 has

^{11/} Chapter 220 aid to MPS decreased in 1982-83 because the State subtracted approximately \$3.1 million representing interdistrict transportation costs for 1980-81 and 1981-82 due to a State audit bureau interpretation of a 1980 amendment to Chapter 220, which was different from DPI's initial interpretation of the amendment. As a result, although MPS had previously received separate payments covering interdistrict transportation costs, an additional cost burden has been placed on MPS to pay for such transportation expenses.

remained the same. The financial strain on MPS is even worse than these figures suggest, moreover, because state Chapter 220 aids for a given year are received one year after expenditures for that year are made. If the trend continues, virtually all aids will go to pay transportation expenses, leaving little or no money for education purposes, including the expanded educational programs outlined in the settlement. Indeed, even at present the funds provided by Chapter 220 to MPS do not fully cover the costs of educating Chapter 220 students after transportation is paid.

To help establish a cost efficient transportation system, MPS has implemented two initiatives. The first is organizing transportation schedules on a metro-wide basis. Previously, many suburban districts scheduled and contracted for service separately. There was little or no integration with other districts, and no competitive bidding for bus contracts. In 1988, the MPS Division of Transportation Services constructed a computerized map of the entire metro area, and developed routes for all twenty-four districts. All service is coordinated through the MPS Division of Transportation Services.

The other initiative examined extra-curricular transportation services. Working with each district's transportation coordinator, after-school activity schedules were organized to provide required extra-curricular service

with a minimum number of vehicles. Continued coordination in this area is expected to produce further efficiencies.

During 1988-89, the MPS Division of Transportation Services and the suburban coordinators are continuing to meet to discuss mutual concerns. The major focus of this year's meetings is to continue to study ways to make transportation more efficient and cost effective.

VIII. Minority Recruitment Efforts.

A. Minority Recruitment Plan.

As part of the minority recruitment effort required by the Settlement Agreement, MPS and the suburban districts are required to:

1. Make a good faith effort to seek and hire minority applicants for employment by adopting a minority recruitment plan which shall be composed of:
 - a. participation with MPS in MERO; or the current contract with Barnhill Hayes, Inc.; or a contract with a minority recruiter for recruitment of teachers and administrators which the CC deems to have at least equivalent scope, functions and as likely effectiveness as MERO.
 - b. appointment of an advisor/mentor to assist minority hires during the first year of employment.
 - c. development of an in-service program to develop administration, teacher and staff support for minority hires.
 - d. development of a plan for expanding the number of minority applicants for noncertified jobs.

Agmt. § VIII. A. Pursuant to the Settlement Agreement, MPS completed development of a minority recruitment plan in the fall of 1988.

1. MERO. As required by the Agreement, MPS participated in the establishment of the Minority Employment Recruiting Office (the "MERO"), which has as its major function assisting participants in recruiting and hiring minority staff. The MERO office is governed by a MERO committee consisting of school representatives from Milwaukee and suburban districts. The Milwaukee Public Schools is represented by a Board member, Joyce Mallory, and two members from the central office staff, Ray Williams and Luis Lopez. The MPS share of the cost of the MERO was \$78,526 for 1987-88 and \$82,178 for 1988-89.

The MERO office began its operations with the hiring of a director in June of 1988. Since June, MPS has received five minority teacher referrals from MERO and has hired all five individuals. Nine suburban districts are currently participating with MPS in MERO: Brown Deer, Greendale, Greenfield, Menomonee Falls, Mequon-Thiensville, Shorewood, St. Francis, Wauwatosa, and Whitefish Bay. As the chart below shows, five of the nine suburban districts have received minority teacher referrals from MERO and four of these

districts have hired some or all of these referrals. 12/
Greendale, Greenfield and Shorewood each hired the individuals
who were referred. Wauwatosa hired three of the six
individuals referred.

1988-89 MERO
Data

	<u>Referrals</u>	<u>Hires</u>
Brown Deer	2	0
Greendale	1	1
Greenfield	2	2
Menomonee Falls	0	0
Mequon-Thiensville	0	0
Shorewood	1	1
St. Francis	0	0
Wauwatosa	6	3
Whitefish Bay	<u>0</u>	<u>0</u>
Total for Suburban Districts	12	7
Milwaukee Public Schools	<u>5</u>	<u>5</u>
Total for all Districts	17	12

2. Other Recruitment Efforts. The Milwaukee Public Schools has been active for many years in efforts to recruit and obtain minority teachers. During 1987-88, MPS recruited at 20 historically black universities. This is a decrease from a decade ago for two reasons: (1) some historically black

12/ MPS does not have any data on minority referrals and hires for the suburban districts that are not participating in MERO. According to Section VIII.A.3 of the Settlement Agreement, MPS and each suburban district are required to prepare an annual public report concerning the number of minority applicants considered, interviewed and hired.

universities no longer have teacher education programs and (2) the number of minorities graduating from historically black universities with teacher certification has declined drastically. In addition to historically black universities, MPS has recruited in Puerto Rico for Hispanic teacher candidates. For 1988-89, MPS plans to recruit at universities in Florida, Texas and California that have comparatively high enrollments of Hispanics in teacher certification programs.

While out-of-state recruitment has generated 90 percent of the minority teachers hired, this program can only be viewed as a short-term solution to the minority teacher hiring dilemma. Due to the nationwide shortage of minority teachers, intense competition with other school districts for minority teachers, and rising costs of out-of-state recruitment, MPS's long-range strategy is to maximize available minority resources within the state through such activities as the minority recruitment efforts described below.

B. Minority Teacher Recruitment Program.

Another requirement of the Settlement Agreement with regard to minority hiring is the minority teacher recruitment program. Agmt. § VIII.B. The Agreement requires MPS and the suburban districts to cooperate through the Coordinating Council to develop a program that is "to provide teaching opportunities for minority students and to provide

school districts with additional qualified minority teachers."
Id.

While the Coordinating Council has not yet begun its efforts to develop the minority teacher recruitment program required by the Agreement, MPS has continued with its own programs to encourage minorities to enter the teaching field. For example, in 1985, MPS and the University of Wisconsin-Milwaukee ("UWM") developed a program called the Young Educators Society program, which is continuing during the current school year. The purpose of this program, an updated version of the Future Teachers of America, is to promote and cultivate an interest in careers in education. The focus is on recruiting high school students, particularly minority students, into educational professions by identifying them early and providing advisory services and skill development.

MPS also is continuing its Early Teaching Contract Program in conjunction with Cardinal Stritch College and UWM. This program, which began in 1986, provides students enrolled in a teacher certification program with additional educational experiences related to an urban environment. Minority students and those majoring in areas of critical teacher shortages are given a preference for admission into the program. Students who successfully complete the program, and who complete their student teaching in an MPS school, are guaranteed a teaching contract.

A cooperative agreement has been signed between the Milwaukee Public Schools and the University of Wisconsin system for the implementation of a Minority Teacher Forgivable Loan Program. The agreement assures that students who participate in the program will obtain employment in the Milwaukee Public Schools. In addition, in conjunction with local universities, MPS is exploring avenues for implementing a program for teacher certification for employees in the teacher aide category.

The MPS Board of School Directors has also funded a pilot Teacher Internship Program for the 1988-89 school year. A teacher is paid for practical experience while in a school setting. Teacher Interns can be either applicants who have a bachelor's degree (not in education) but are currently enrolled in a university school of education, or an applicant who does not have a degree but has three years of college and is enrolled in a school of education. The program currently has ten positions filled, of which six are minority. Teacher Interns receive 50 percent of a beginning teacher's salary. MPS is looking forward to expanding the number of positions and the number of minority interns for the 1989-90 school year.

C. Minority Recruitment Report.

Pursuant to the Settlement Agreement, MPS and each suburban district is required to prepare a minority recruitment report. This report must include:

a. the number of minority applications known to have been received; b. the number of minority applicants interviewed; c. the number of offers extended to minority applicants; and d. the number of offers accepted by minority applicants.

Agmt. § VII.A.3.

As required by the Settlement Agreement, MPS completed its analysis of minority recruitment efforts for October 1, 1987 through September 30, 1988, which is attached hereto as Appendix A. For minority and white applicants, the report includes the number of applications received, the number interviewed, the number offered positions, and the number of offers accepted. The report shows that for all of the positions filled from October 1, 1987 through September 30, 1988 that 76.7 percent of those hired were white and 23.3 percent of those hired were minority.

Teachers were the largest category of employees hired during this period. The report shows that for 349 teacher vacancies there were 1034 applicants, 101 or approximately ten percent of which were minority applicants. All of the minority and white applicants were interviewed. Of the minority teacher applicants, 68 or approximately 67 percent of those who applied

were given offers; all of the minorities who were given offers accepted. Of the white applicants, 281 or 30 percent of those who applied were given offers; all of the white applicants given offers also accepted teaching positions in MPS. In terms of the overall percentage of hires, 80.5 percent of those hired were white and 19.5 percent were minority.

The second largest group of employees hired was School Secretary I. In this category, there were 26 vacancies. Forty-three whites applied for the positions; 25 were selected for interviews with 12 being given and accepting offers. Forty-five minorities applied; 36 were selected for interviews, with 14 being given and accepting offers. In terms of total hires in this category, 46.2 percent of those hired were white and 53.8 were minority.

IX. MPS Activities on Coordinating Council

The MPS Board has appointed its representatives to the Coordinating Council and to the standing committees prescribed by the Settlement Agreement. As required by the Agreement, MPS provided its share of the financial support for the Coordinating Council--\$175,000 in each fiscal year (1987-88 and 1988-89) for a total for the two years of \$350,000.

During the course of the first 18 months of operation of the Council, the Council focused its efforts on hiring the Executive Director, staff and developing internal management

policies. To date, the functions prescribed in the Agreement that were intended to assist parents and students in the Chapter 220 process, as well as promoting the interdistrict transfer program, have not been implemented.

X. Analysis of the Wisconsin Policy Research Institute Report Concerning Chapter 220.

In October, 1988, the Wisconsin Policy Research Institute released a report concerning the Chapter 220 program, entitled The Rising Cost of the Chapter 220 Program of Wisconsin, written by George Mitchell (the "Institute Report"). While MPS welcomes conscientious review and analysis of the Chapter 220 program, MPS is concerned about several fundamental flaws in the analysis underlying the Institute Report. In particular, the Institute Report severely overstates the costs and understates the benefits of the Chapter 220 program.

The Institute Report focuses on the costs of Chapter 220. A principal "finding" of the report is that the amount spent on the interdistrict aspect of the Chapter 220 program was \$32.5 million in 1986-87, for an average of \$8,737 per student transferred. See Institute Report at 1-2, 6, 9-10. This conclusion, however, is wrong. In fact, the report double-counts over \$8 million in State expenditures on the Chapter 220 program in 1986-87. As a result, the report

overstates State expenditures on Chapter 220 by almost 25 percent.

In explaining State expenditures on Chapter 220, the report begins by accurately stating that in 1986-87, the State provided funding for basic aid, bonus aid, and "sender" aid for interdistrict transfers under Chapter 220 totalling \$24.5 million. See Institute Report at 9-10. The report then commits a serious error and claims that the State provided an additional \$8 million in interdistrict transportation aid for Chapter 220 in 1986-87. Id. This is incorrect. There is no separate, additional category of interdistrict Chapter 220 aid covering transportation costs. Instead, MPS must pay all Chapter 220 interdistrict transportation costs out of its share of Chapter 220 aid and other available revenues, just as costs of teachers, supplies, and other items must be paid for out of these funds. 13/

In fact, therefore, the total money spent by the State on the interdistrict Chapter 220 program in 1986-87 was \$24.5 million, averaging \$6,584 per student transferred. While this figure is greater than the average per pupil expenditure in Wisconsin of \$4,482, the difference is not nearly as

13/ Although the Institute Report does not explain how it calculated expenditure figures for Chapter 220 other than for 1986-87, it appears that the other total 220 expenditure figures suffer from the same flaw and are similarly unreliable.

significant as the Institute Report suggests. Moreover, the report does not answer the most important question: What is purchased for the money spent on Chapter 220?

With respect to MPS, as discussed in Section VII above, there is relatively little Chapter 220 funding to spend for educational purposes. The additional money that is spent on MPS Chapter 220 purchases important educational and programmatic benefits for schoolchildren, including Project RISE, the Effective Schools program, human relations training and specialty programs. Such educational programs, however, require the expenditure of additional funds, which MPS simply could not afford without the additional dollars provided under Chapter 220.

In addition, Chapter 220 funds help pay for important programmatic aspects of Chapter 220, many of which are discussed in detail elsewhere in this report. For example, under the Settlement Agreement between MPS and the suburban districts, school districts jointly provide information and marketing services designed to inform students of Chapter 220 opportunities. Inservice training programs for school district staff and for parents and students concerning human relations are conducted. An ombudsperson is to be available to resolve concerns of transfer students and their parents. Ongoing efforts are taking place to recruit more minority teachers. A parents' advisory group has been set up to promote parental

involvement of 220 students. Transportation costs of 220 students must be paid for. In addition, since Chapter 220 payments are received the year after transfers occur, school districts must "carry" Chapter 220 expenses for one year. All these and more critical programmatic services are paid for by Chapter 220 funds.

Moreover, by focusing on the cost of Chapter 220 per student transferred, the Institute Report erroneously assumes that only students who transfer between districts benefit from Chapter 220. In fact, Chapter 220 also benefits tens of thousands of suburban and MPS students who go to school with Chapter 220 transfer students and experience the important educational benefits of more integrated education.

The Institute Report, however, fails to focus on or even to discuss most of these important educational and programmatic benefits purchased with Chapter 220 revenues. Instead, it reports (erroneously) on the funds spent on the program, compares the funds spent on other Wisconsin educational activities without comparing the differences in services provided, and concludes that the amount spent on Chapter 220 may be excessive. Because the report double counts and therefore overstates the funds spent on Chapter 220 while failing to consider carefully the educational and programmatic services and benefits provided, the Institute Report, while

well-intentioned, does not provide a sound and adequate basis for improving Chapter 220.

This analysis is not intended to suggest that no improvements should be made and that no costs can be cut in the Chapter 220 program. One prime example of an area in which MPS agrees that improvement is needed concerns the cost of transportation under the Chapter 220 program. Even in this area, however, the Institute Report's analysis is flawed. The report compares per pupil transportation costs under the Chapter 220 program with general per pupil transportation costs in the State of Wisconsin. This ignores the fact, however, that transportation is fundamentally different under the Chapter 220 program. Under ordinary circumstances, pupil transportation costs can be minimized by the fact that all students in a particular geographic area attend the same elementary, middle, or high school, and transportation distances are kept to a minimum. Under Chapter 220, however, individual students choose the schools they attend, and different students from the same neighborhood may thus be attending a number of different schools throughout the Milwaukee metropolitan area. Because the program includes all of Milwaukee County and several suburbs outside the county, moreover, distances are much greater than average. It is

simply inappropriate to compare overall transportation costs with Chapter 220 transportation costs. 14/

Nevertheless, MPS agrees that transportation costs of the Chapter 220 program have become quite significant and that efforts should be made to reduce them, as discussed in Section VII above. Some reduction has already been achieved; for example, per pupil Chapter 220 transportation costs in 1987-88 dropped by over \$150 from the equivalent figure in 1986-87, even though overall transportation costs in Wisconsin increased during that same period. Nevertheless, MPS believes that more should be done in this area. MPS supports further study and analysis of Chapter 220 transportation costs in order to help develop proposals to reduce such costs in the future.

Other improvements are possible with respect to Chapter 220 as well. A number of specific suggestions for possible improvement are discussed in the next section of this report. MPS fully supports the development of analyses and proposals which can enable Chapter 220 more effectively and

14/ This conclusion is reinforced by comparing Chapter 220 transportation costs with the transportation costs of similar interdistrict transfer programs around the country. For example, 1986-87 Chapter 220 per pupil transportation costs were within \$150 of the 1986-87 per pupil transportation costs of a similar program in the St. Louis area. This was despite the fact that more than twice as many students participated in the St. Louis program, which would promote significantly lower per pupil costs in St. Louis.

efficiently to achieve its purpose of providing quality, integrated education for students in the Milwaukee metropolitan area.

XI. Recommendations.

A. As discussed in Section III.A.1. above, the total number of applications to suburban districts continues to exceed the total number of transfers to the suburban districts. For example, in 1988-89, there were over 2300 applications to suburban districts; only 506 of these resulted in transfers to suburban districts. The Coordinating Council should implement those functions in the Agreement that provide assistance to parents and students in obtaining information about programs in MPS and the suburban districts and assist in the placement of Chapter 220 transfers to MPS and the suburban districts. If the Coordinating Council is to be effective in increasing the number of transfers for 1989-90, the Coordinating Council should begin immediately to implement the promotional strategies required in Section VII.B.1. of the Agreement.

B. As discussed in Section III.A.4. above, the data on EEN referral and recommendation rates shows that MPS has a substantially higher referral accuracy rate for students attending MPS schools than the suburban districts do for MPS students attending suburban schools pursuant to Chapter 220.

This suggests that MPS more accurately selects students for EEN programs and raises a question as to whether the suburban districts have reasonable cause at the time of referral for MPS Chapter 220 students who are suspected to have a handicapping condition. Based on this preliminary data, the suburban districts should consider developing guidelines to better document and identify students whose behavior are indicative of exceptional education needs.

C. As discussed in Sections VII and X above, the transportation coordinators for the Chapter 220 program and the Coordinating Council should study and determine methods to make transportation for Chapter 220 more efficient and cost-effective.

D. As discussed in Section X above, MPS has spent money received under Chapter 220 for educational and programmatic benefits for MPS and Chapter 220 students. The use of Chapter 220 funds by all districts participating in Chapter 220 should be studied, with the objective of helping ensure that Chapter 220 funds received by all districts are spent for this purpose.

APPENDIX A
MILWAUKEE PUBLIC SCHOOLS

MINORITY RECRUITMENT REPORT - APPLICANT FLOW DATA
FULL-TIME POSITIONS

OCTOBER 1, 1987 - SEPTEMBER 30, 1988

JOB GROUP	POSITION TITLE	NUMBER OF JOB OPENINGS	NUMBER OF APPLICATIONS		NUMBER INTERVIEWED		NUMBER OF OFFERS		NUMBER OF OFFERS ACCEPTED		NUMBER HIRED		PERCENTAGE OF HIRES	
			WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN
1	Exec. Asst. to Supt.	1	0	1	0	1	0	1	0	1	0	1	0.0	100.0
2	Principal	1	5	5	5	5	0	1	0	1	0	1	0.0	100.0
3/4	Asst. Principal	6	14	4	14	4	6	0	6	0	6	0	100.0	0.0
5,6,7	Teachers	349	933	101	933	101	281	68	281	68	281	68	80.5	19.5
9	Assoc. Sch. Psych.	3	2	2	2	2	2	0	2	0	2	0	100.0	0.0
9	Psychologist	1	3	1	3	1	3	1	3	1	3	1	75.0	25.0
11	C & I Supervisor	1	21	2	21	2	-	1	0	1	0	1	0.0	100.0
11	Program for Retarded Supervisor	2	6	6	6	6	2	0	2	0	2	0	100.0	0.0
11	Low Incidence Suprv.	1	7	7	7	7	1	0	1	0	1	0	100.0	0.0
11	L.D. Supervisor	1	12	12	12	12	1	0	1	0	1	0	100.0	0.0
11	C & I Generalist	1	10	7	10	7	0	1	0	1	0	1	0.0	100.0
11	Director Voc. & Spec. Prog.	1	22	21	22	21	0	1	0	1	0	1	0.0	100.0
12	Field Serv. Suprv. Food Services	1	1	0	1	0	1	0	1	0	1	0	100.0	0.0
12	Audit Mgr. Systems*	1	-	-	-	-	1	0	1	0	1	0	100.0	0.0
12	Graphic Arts/Photo Services Specialist*	1	-	-	-	-	0	1	0	1	0	1	0.0	100.0

MILWAUKEE PUBLIC SCHOOLS
MINORITY RECRUITMENT REPORT - APPLICANT FLOW DATA
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OCTOBER 1, 1987 - SEPTEMBER 30, 1988

Page 2

JOB GROUP	POSITION TITLE	NUMBER OF JOB OPENINGS	NUMBER OF APPLICATIONS		NUMBER INTERVIEWED		NUMBER OF OFFERS		NUMBER OF OFFERS ACCEPTED		NUMBER HIRED		PERCENTAGE OF HIRES	
			WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN
12	Cost Accountant Office Manager*	1	-	-	-	-	1	0	1	0	1	0	100.0	0.0
12	Class. Injury Unempl. Loss Administrator	1	9	9	9	9	1	0	1	0	1	0	100.0	0.0
12	Social Worker	6	9	5	9	5	3	3	3	3	3	3	50.0	50.0
12	Labor Relations Specialist*	1	-	-	-	-	0	1	0	1	0	1	0.0	100.0
12	Chief Engineer Radio & TV	1	24	2	9	-	1	0	1	0	1	0	100.0	0.0
12	Architect. Designer*	1	-	-	-	-	0	1	0	1	0	1	0.0	100.0
12	Human Relations Coordinator	1	9	17	9	17	0	1	0	1	0	1	0.0	100.0
12	Parent Involvement Community Specialist	1	27	30	27	30	0	1	0	1	0	1	0.0	100.0
12	Std. Service Spec.	1	36	49	36	49	0	1	0	1	0	1	0.0	100.0
12	Suprv. Dietitian	1	10	10	10	10	1	0	1	0	1	0	100.0	0.0
12	Purchase Serv. Coord.	1	51	20	10	4	0	1	0	1	0	1	0.0	100.0
12	Manager Warehouse/Delivery Service	1	51	20	10	4	0	1	0	1	0	1	0.0	100.0
12	Area Supervisor Plant Operation*	2	23	5	19	4	1	1	1	1	1	1	50.0	50.0
13	Asian Community Aide	1	0	9	0	9	0	1	0	1	0	1	0.0	100.0
14	Community Recreation Specialist	1	9	9	9	9	1	0	1	0	1	0	100.0	0.0

MILWAUKEE PUBLIC SCHOOLS

MINORITY RECRUITMENT REPORT - APPLICANT FLOW DATA
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OCTOBER 1, 1987 - SEPTEMBER 30, 1988

Page 3

JOB GROUP	POSITION TITLE	NUMBER OF JOB OPENINGS	NUMBER OF APPLICATIONS		NUMBER INTERVIEWED		NUMBER OF OFFERS		NUMBER OF OFFERS ACCEPTED		NUMBER HIRED		PERCENTAGE OF HIRES	
			WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN
14	Computer Programmer	1	0	1	0	1	0	1	0	1	0	1	0.0	100.0
14	Electronic Technician	1	1	0	1	0	1	0	1	0	1	0	100.0	0.0
14	System Programmer	1	1	0	1	0	1	0	1	0	1	0	100.0	0.0
15	School Secretary I	26	43	45	25	36	12	14	12	14	12	14	46.2	53.8
15	School Secretary II	4	31	15	12	5	3	1	3	1	3	1	75.0	25.0
15	School Secretary III ^a	2	-	-	-	-	2	0	2	0	2	0	100.0	0.0
15	Sec'y to the Deputy	1	15	4	4	0	1	0	1	0	1	0	100.0	0.0
15	Clerk Steno I	1	11	0	3	0	1	0	1	0	1	0	100.0	0.0
15	Clerk Typist I	12	43	45	25	36	8	4	8	4	8	4	66.7	33.3
15	Nail Service Supvr.	1	46	36	12	7	0	1	0	1	0	1	0.0	100.0
16	Food Service Manager Trainee	22	68	128	30	35	15	7	15	7	15	7	68.2	31.8
16	Food Serv. Mgr. I	8	7	6	7	6	4	4	4	4	4	4	50.0	50.0
16	Food Serv. Mgr. II	12	8	6	8	6	9	3	9	3	9	3	75.0	25.0
16	Food Serv. Mgr. III	10	17	10	12	6	9	1	9	1	9	1	90.0	10.0
16	Food Serv. Mgr. IV	6	15	7	11	5	6	0	6	0	6	0	100.0	0.0

MILWAUKEE PUBLIC SCHOOLS

MINORITY RECRUITMENT REPORT - APPLICANT FLOW DATA
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OCTOBER 1, 1987 - SEPTEMBER 30, 1988

Page 4

JOB GROUP	POSITION TITLE	NUMBER OF JOB OPENINGS	NUMBER OF APPLICATIONS		NUMBER INTERVIEWED		NUMBER OF OFFERS		NUMBER OF OFFERS ACCEPTED		NUMBER HIRED		PERCENTAGE OF HIRES	
			WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN
16	Food Serv. Mgr. V	6	6	0	6	0	6	0	6	0	6	0	100.0	0.0
16	Food Serv. Mgr. VI	1	1	0	1	0	1	0	1	0	1	0	100.0	0.0
16	Kitchen Manager I	1	7	6	7	6	0	1	0	1	0	1	0.0	100.0
17	School Engineer I	10	22	7	21	6	9	1	9	1	9	1	90.0	10.0
17	School Engineer II	6	-	-	-	-	6	0	6	0	6	0	100.0	0.0
17	School Engineer III	5	17	8	13	6	5	0	5	0	5	0	100.0	0.0
17	SEI-W/O Site Pay	1	-	-	-	-	1	0	1	0	1	0	100.0	0.0
17	Boiler Attendant	3	71	78	47	40	3	0	3	0	3	0	100.0	0.0
17	Painter	2	-	-	-	-	2	0	2	0	2	0	100.0	0.0
17	Steam Fitter	1	45	29	35	7	1	0	1	0	1	0	100.0	0.0
17	Pipe Insulator	2	-	-	-	-	2	0	2	0	2	0	100.0	0.0
17	Painter Apprentice	2	-	-	-	-	0	2	0	2	0	2	0.0	100.0
17	Roofer	1	104	69	55	12	1	0	1	0	1	0	100.0	0.0
17	Office Equipment Repairer	1	-	-	-	-	1	0	1	0	1	0	100.0	0.0
17	School Construction Inspector	1	182	130	95	32	1	0	1	0	1	0	100.0	0.0

MILWAUKEE PUBLIC SCHOOLS
MINORITY RECRUITMENT REPORT - APPLICANT FLOW DATA
FULL-TIME POSITIONS

OCTOBER 1, 1987 - SEPTEMBER 30, 1988

Page 5

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			WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN	WH	MIN
18	Service Maintenance Custodian	2	182	130	95	32	1	1	1	1	1	1	50.0	50.0
18	Boiler Attendant	7	71	78	47	40	7	0	7	0	7	0	100.0	0.0
18	Driver Helper I	1	-	-	-	-	0	1	0	1	0	1	0.0	100.0
18	Material Handler	1	138	118	101	70	0	1	0	1	0	1	0.0	100.0
	Total	555	**	**	**	**	426	129	426	129	426	129	76.7	23.3

* No Available Data

** Incomplete Data

Source of Data:

- City of Milwaukee AAP Data Sheet on Selection Procedures for MPS Classified Examinations
- MPS Division of Human Resources Applicant Flow Report for Certificated Positions
- MPS Board Reports - New Hire Data
- MPS District Counts - Statistical Report #3 - New Hire Sept. 1988

10/19/88
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